Effective Behaviour Management

ITTECF SECTION 7

Objectives
To develop understanding of:

- Proactive Behaviour Management

  - Knowing our pupils

  - Teach desired behaviours

  - Use of classroom management strategies

  - Simple approaches for a regular routine

- Reactive Behaviour Management

  - Targeted approaches

- Implementation

  - Consistency
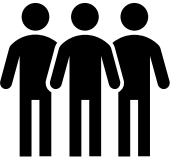
Classroom Management

- Classroom management is a major concern for teachers, often leading to stress, burnout, and exit from the profession (Aloe, Shisler, Norris, Nickerson and Rinker, (2014).

- Effective classroom management leads to improved classroom climate, attendance, and attainment (Department for Education, 2010).

- Effective training for building classroom management expertise involves reflecting on their own approach, trying a new approaches and reviewing progress over time (Moore et al., date in process).

Our ability to manage behaviour?
Average classroom climate score by teacher characteristic
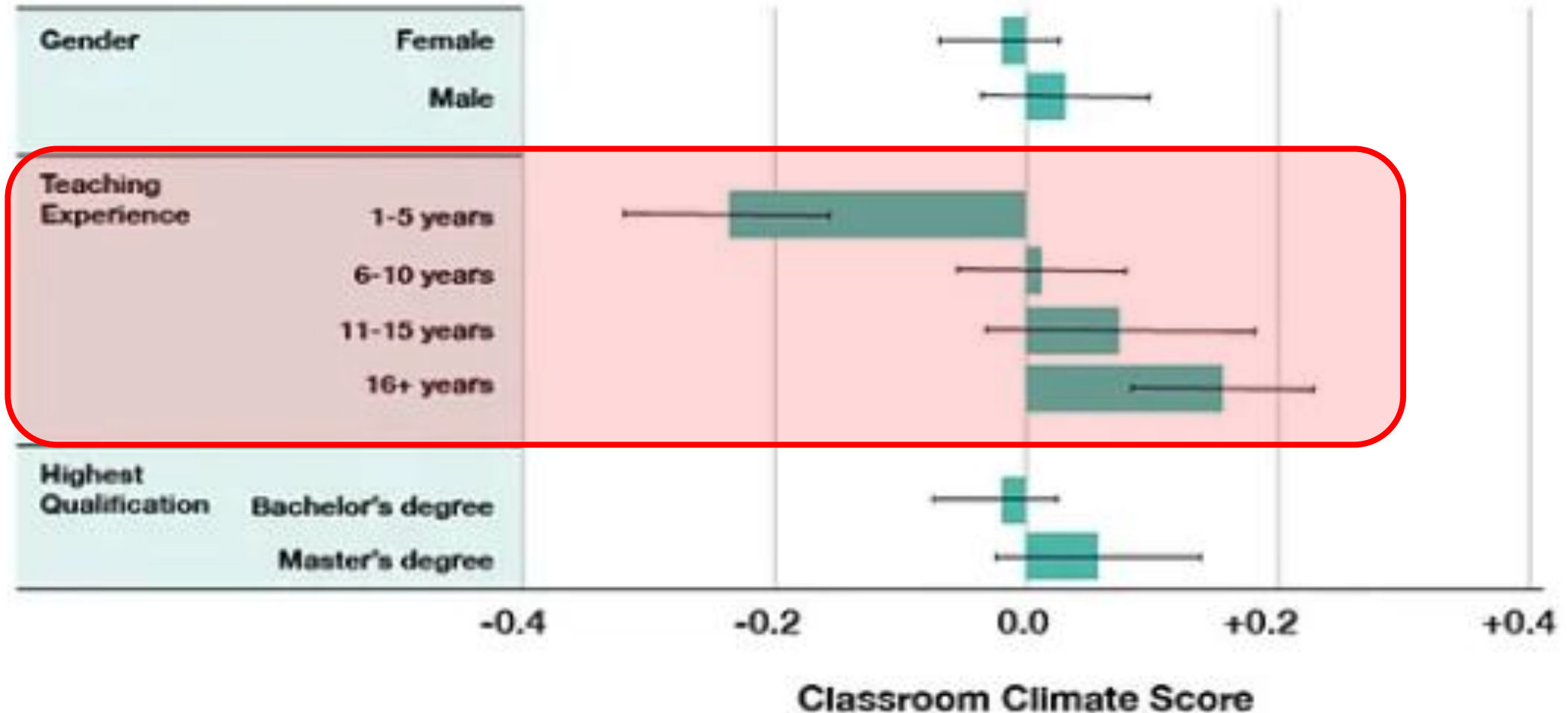
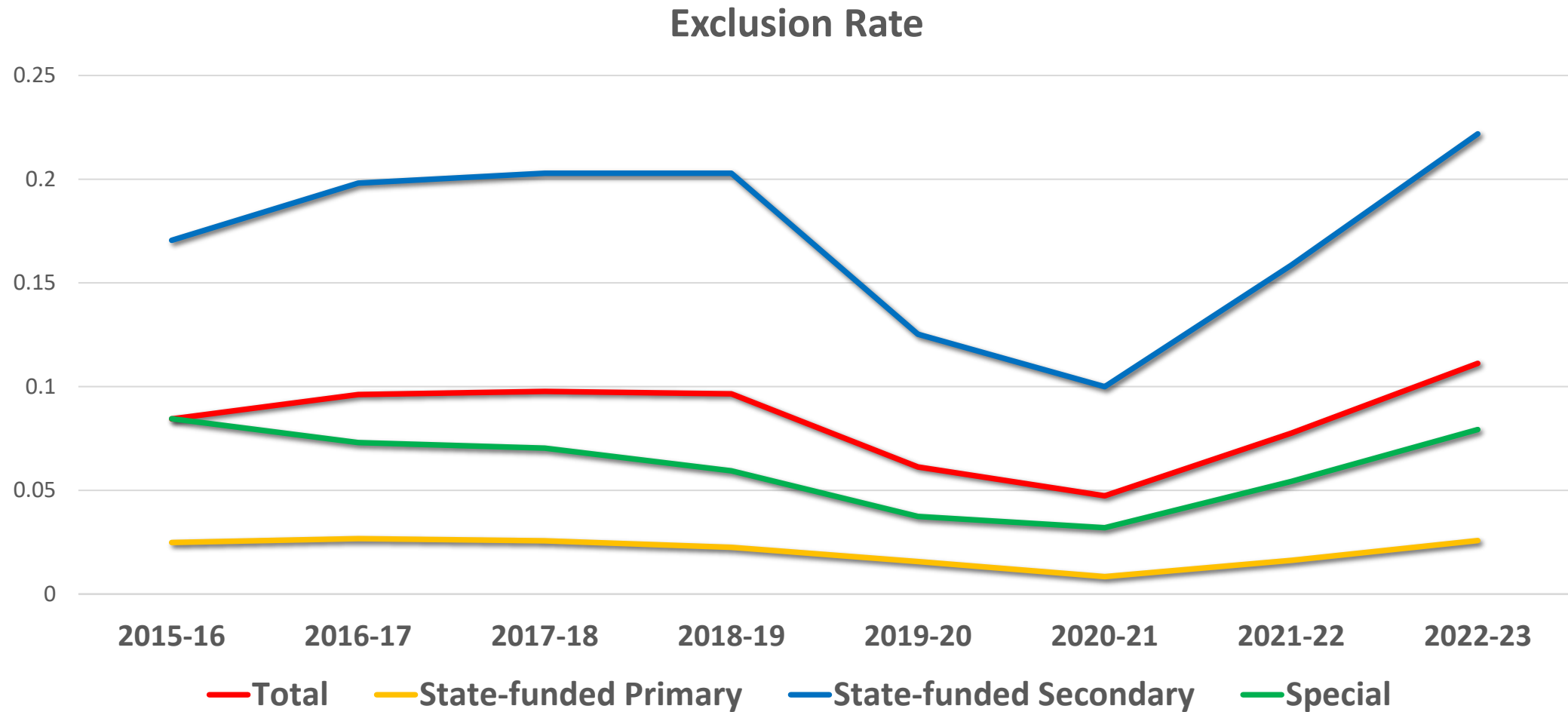# Reflect and Review our progress

What does 'good behaviour' look like?

Early Career Teachers

- It is normal to have more issues with behaviour management than more experienced colleagues; it is okay to ask for help;

- universal classroom management strategies do not work for all pupils all the time;

- some students will need a more tailored approach which may require reflection and adapting to the situation; and

- what works for one teacher might not work for another: it may take a while to find the right strategy and it may help to ask a range of colleagues about their approaches.

Permanent Exclusions

Exclusion Rate

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |

Total — **State-funded Primary** — **State-funded Secondary** — **Special**

Suspensions (Fixed Term Exclusions)
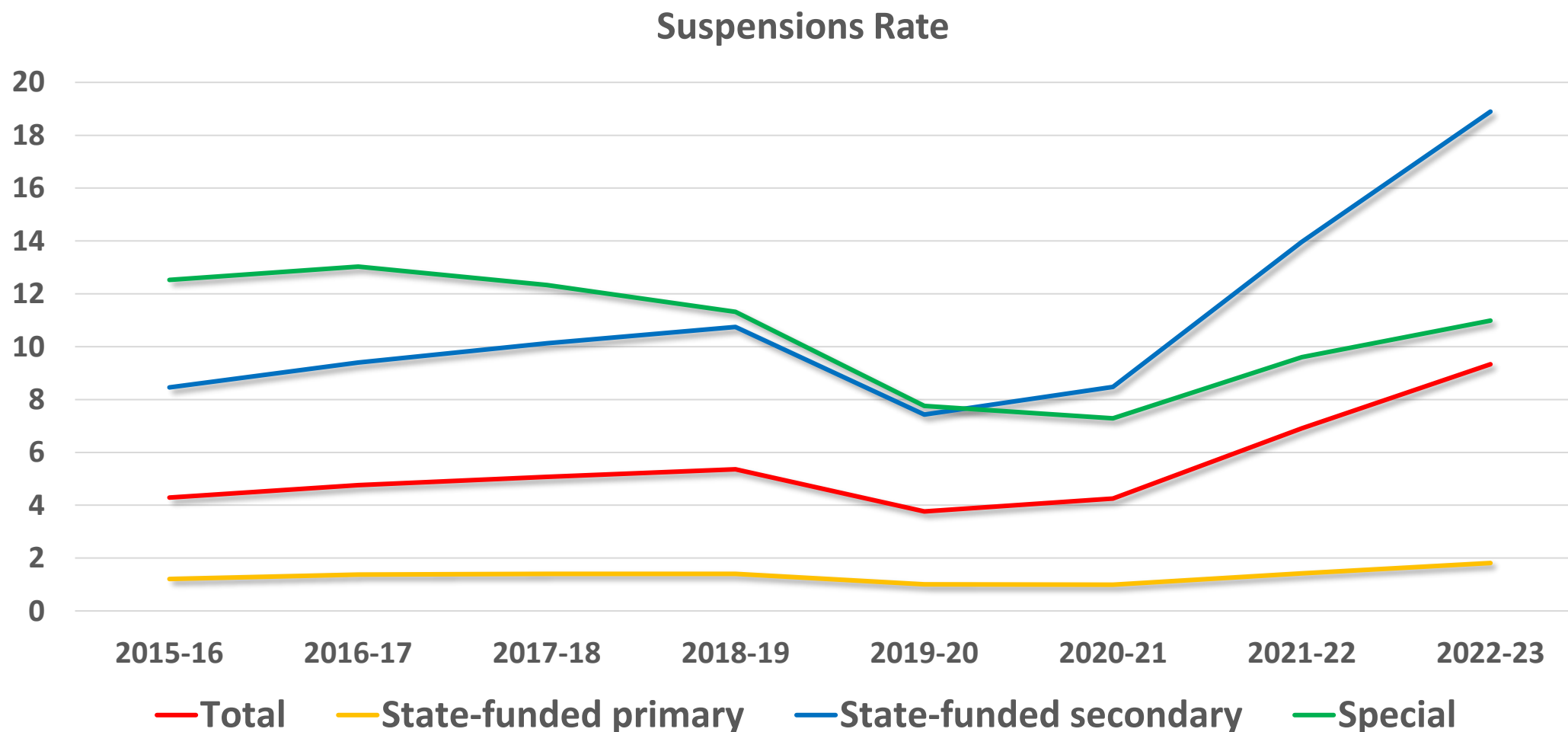
Suspensions Rate

Permanent Exclusions by Characteristics

Permanent Exclusions
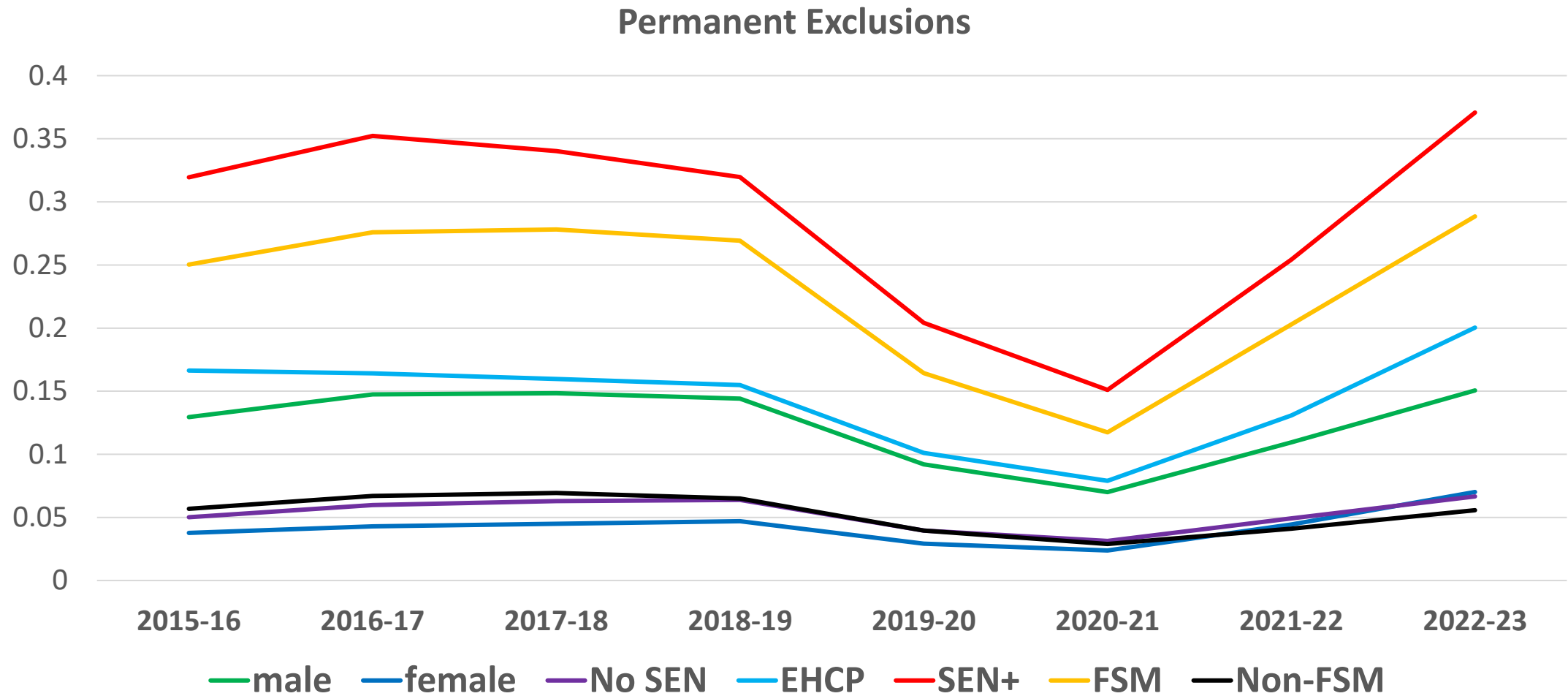
Suspensions (Fixed Period Exclusions) by Characteristics
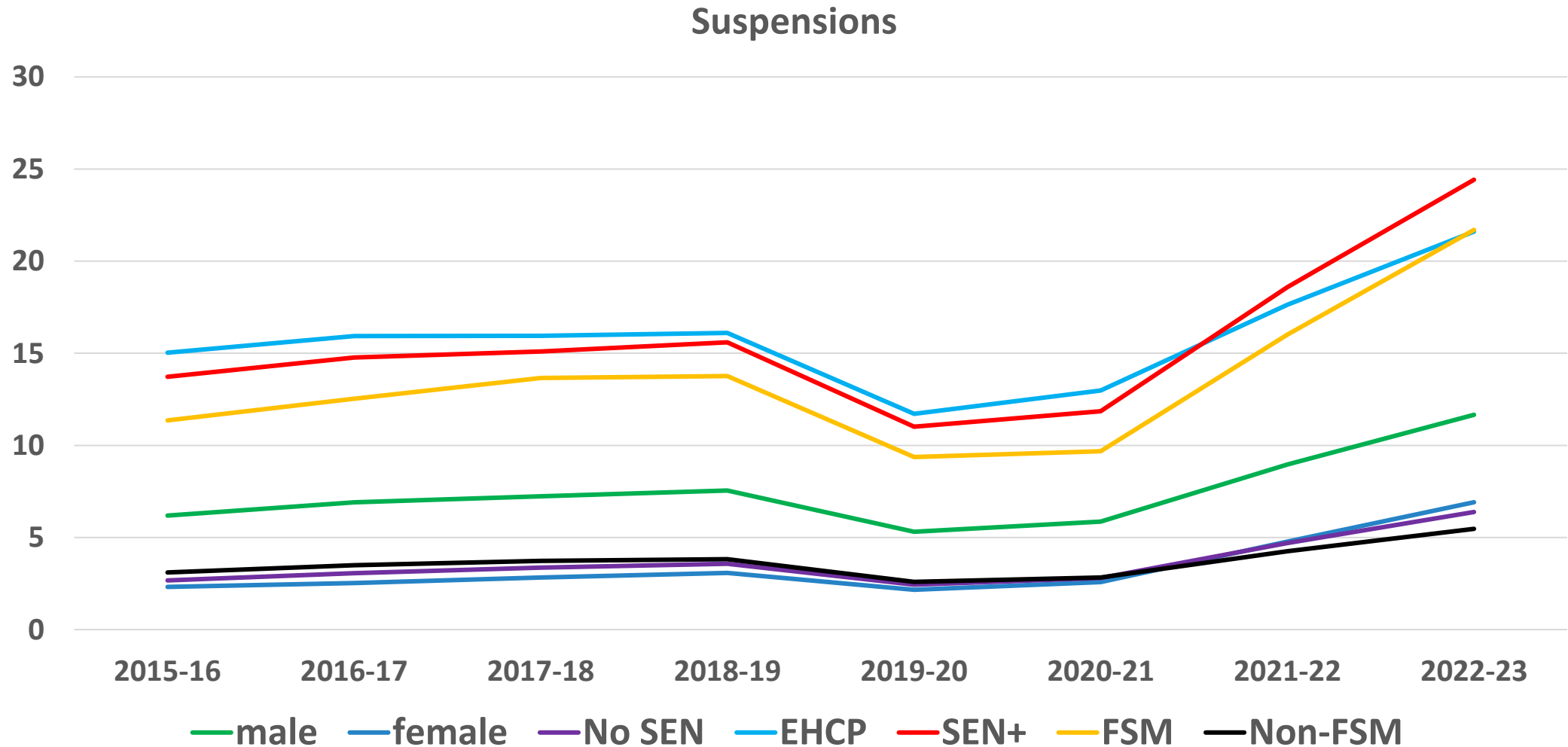
Permanent Exclusions - reasons

	2020/21	2021/22	2022/23
Abuse against sexual orientation and gender identity	0.2%	0.3%	0.1%
Bullying	0.6%	0.9%	0.7%
Damage	2.1%	2.9%	2.8%
Drug and alcohol related	7.9%	5.2%	4.6%
Inappropriate use of social media or online technology	0.7%	1.2%	0.7%
Persistent disruptive behaviour	29.7%	35.1%	38.5%
Physical assault against a pupil	17.1%	16.6%	15.3%
Physical assault against an adult	11.0%	11.6%	11.9%
Racist abuse	0.9%	0.6%	0.5%
Sexual misconduct	1.3%	1.6%	1.1%
Theft	0.4%	0.5%	0.4%
Use or threat of use of an offensive weapon or prohibited item	10.5%	6.3%	5.3%
Verbal abuse or threatening behaviour against a pupil	5.1%	5.2%	5.2%
Verbal abuse or threatening behaviour against an adult	11.0%	11.7%	12.3%
Wilful and repeated transgression of measures in place to protect public health	1.5%	0.2%	0.5%

Fixed Period Exclusions - reasons

	2020/21	2021/22	2022/23
Abuse against sexual orientation and gender identity	0.4%	0.4%	0.3%
Bullying	1.1%	1.1%	1.0%
Damage	3.5%	3.2%	2.9%
Drug and alcohol related	2.8%	3.4%	2.6%
Inappropriate use of social media or online technology	1.6%	1.5%	1.2%
Persistent disruptive behaviour	36.2%	42.8%	48.0%
Physical assault against a pupil	17.8%	15.1%	13.4%
Physical assault against an adult	5.9%	5.8%	5.6%
Racist abuse	1.8%	1.4%	1.3%
Sexual misconduct	0.7%	0.9%	0.6%
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Verbal abuse or threatening behaviour against an adult	17.2%	16.6%	16.1%
Wilful and repeated transgression of measures in place to protect public health	3.1%	0.4%	0.4%

What do you think?

- [Teachers Talk Radio on X: "A parent has taken to TikTok in a video entitled 'UK schools make me so mad'. She describes her sons school as like a prison. Any thoughts TTR listeners? https://t.co/HOopA31AT9" / X](#)

Schools inspected this year will be graded on safeguarding, inclusion, curriculum and teaching, achievement, *attendance and behaviour*, personal development and wellbeing, leadership[and governance.

Specific considerations for evaluating behaviour and attitudes

- **Attendance**
- **Pupils who have specific needs, including pupils with SEND**
- **Pupils who are not in the school during the inspection**
- **Behaviour**
- **Suspensions and exclusions**

School inspection handbook - GOV.UK (www.gov.uk)

Behaviour for Learning

Figure 2.1 The Behaviour for Learning conceptual framework.
Source: adapted from Powell and Tod 2004.

Prior experiences and perceptions of success and failure.

Ellis, S.(.t. & Tod, J. 2018, *Behaviour for learning: promoting positive relationships in the classroom,* Second edn, Routledge, Taylor & Francis Group, London; New York;.
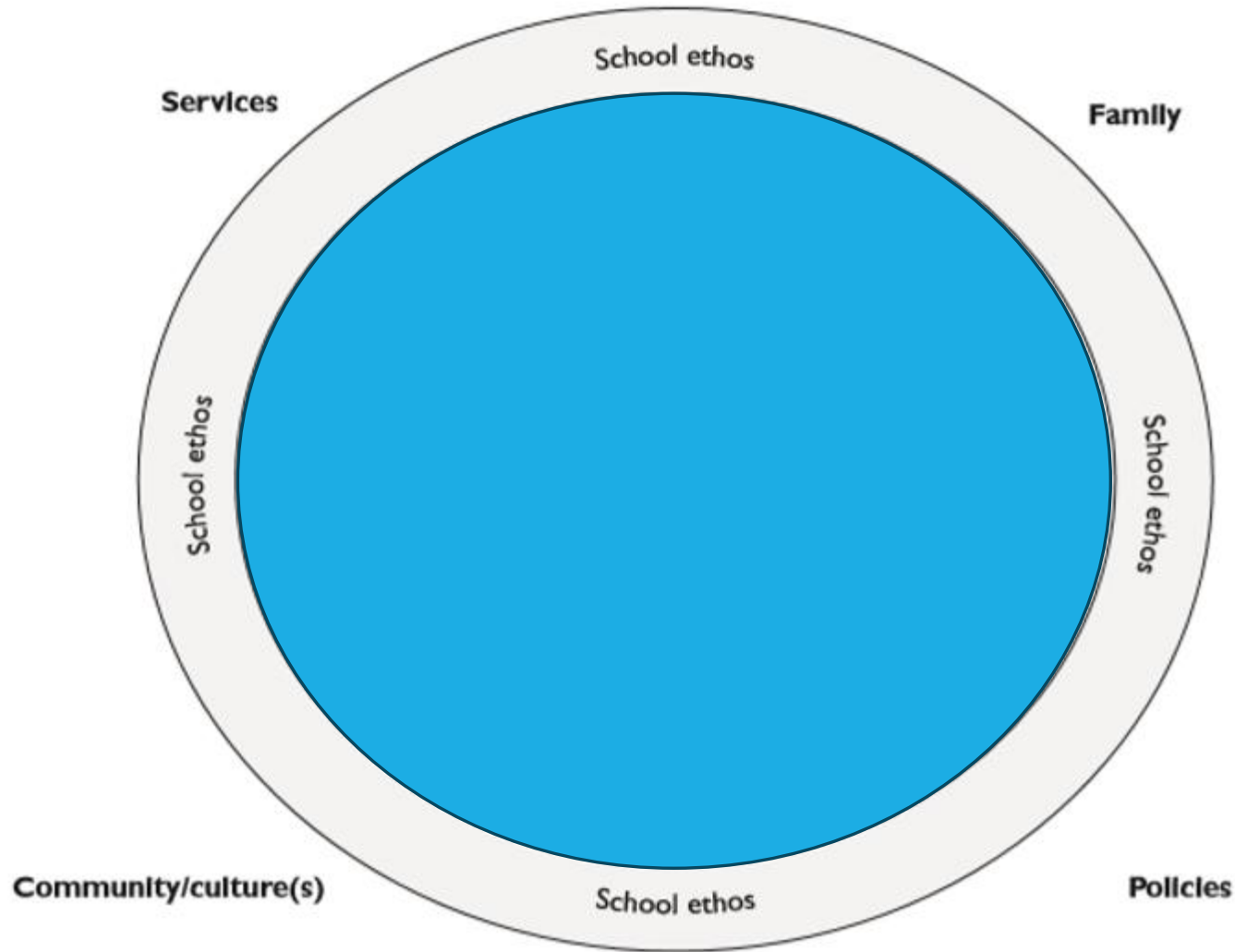
Behaviour for Learning
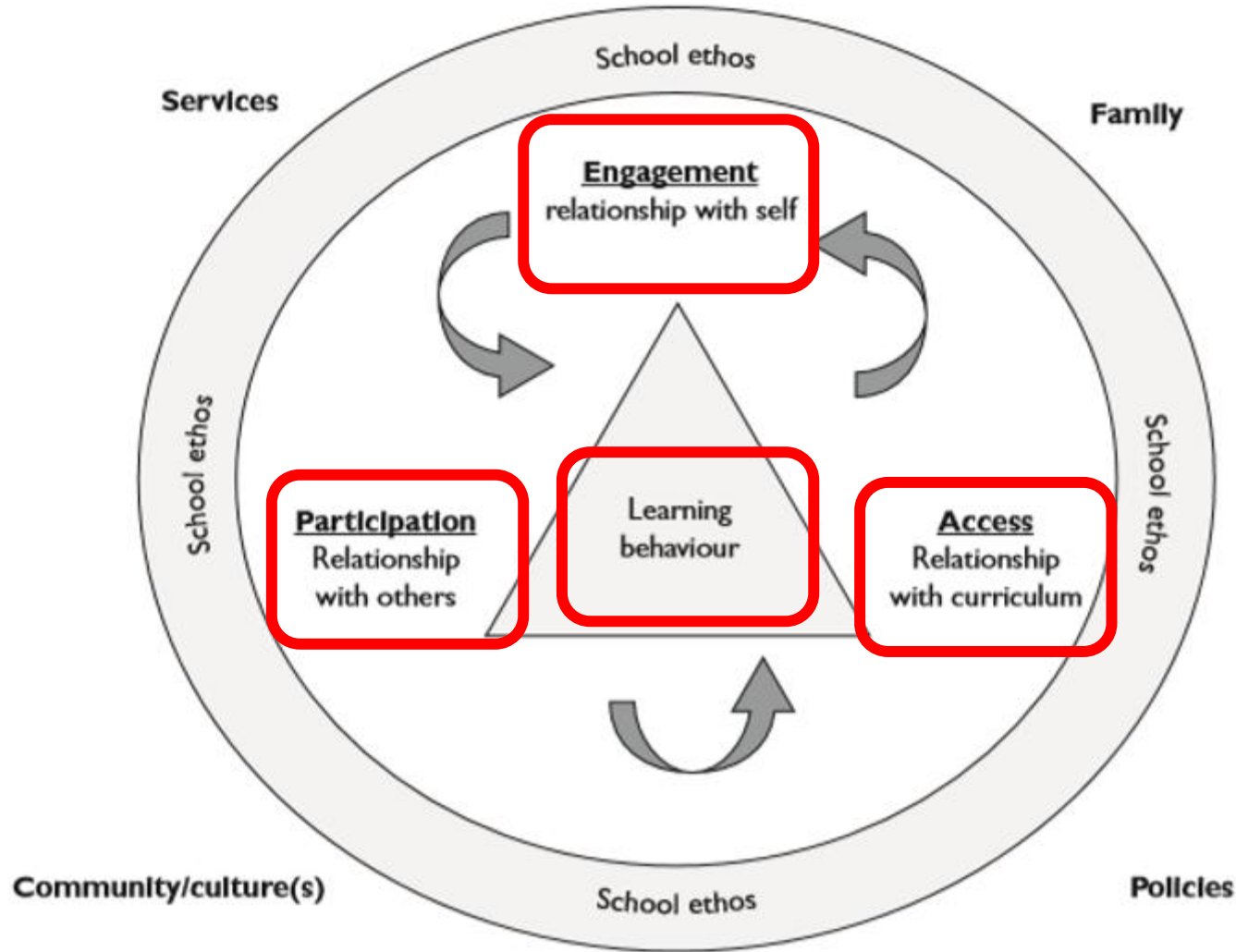
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Factors Affecting Behaviour for Learning

- What factors affect a student's relationship with the curriculum?

- What factors affect a student's 'relationship with self'?

- What factors affect a student's 'relationship with others'?

Pupils who are on free school meals (FSM) are nearly five times more likely to be permanently excluded and four times more likely to be suspended than their non-FSM classmates, the report says, while children from some ethnic minority backgrounds are disproportionately being placed in alternative provision (AP) away from mainstream schools.

According to researchers, children from Black Caribbean and mixed Black Caribbean and white heritage are 2.5 times more likely than average to be placed in alternative provision. Pupils of Gypsy, Roma and Irish Traveller heritage are four times more likely.

What makes great teaching?
Review of the underpinning research

Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major
October 2014

CEM Centre for Evaluation & Monitoring — Durham University — THE SUTTON TRUST

Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: http://bit.ly/2OvmvKO.

Classroom climate (Moderate evidence of impact on student outcomes)

Covers quality of interactions between teachers and students, and teacher expectations: the need to create a classroom that is constantly demanding more but still recognising students' self-worth. It also involves attributing student success to effort rather than ability and valuing resilience to failure (grit).

Classroom management (Moderate evidence of impact on student outcomes)

A teacher's abilities to make efficient use of lesson time, to coordinate classroom resources and space, and to manage students' behaviour with clear rules that are consistently enforced, are all relevant to maximising the learning that can take place. These environmental factors are necessary for good learning rather than its direct components.

Get You Thinking

What examples have you seen of…

- facilitating a positive classroom environment

- Effective classroom management

Where did it all go wrong?

[Clockwork Mice Neil Clip - YouTube](#)

Where did it all go wrong?

- Know the students' needs
- Has appropriate behaviour been taught?
- Know a range of behaviour management strategies
- Emotional intelligence
- Relationships!!
- Know the behaviour policy…should this be the same for _all_ students?
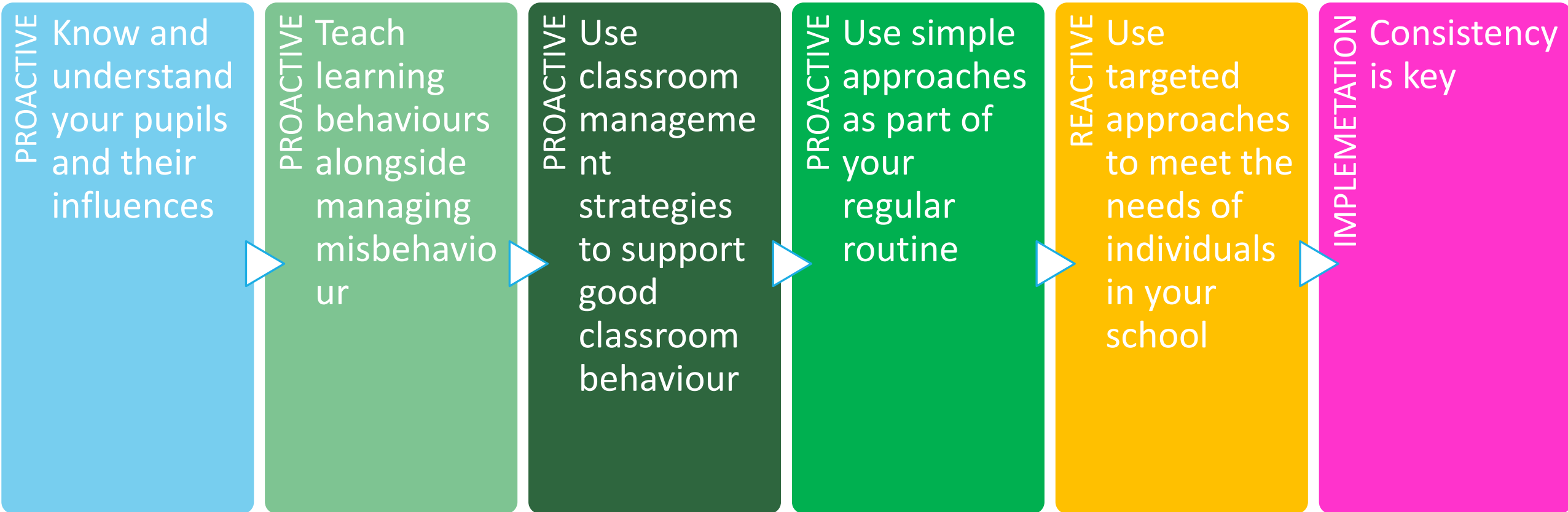
Improving behaviour in schools

Education Endowment Foundation

IMPROVING BEHAVIOUR IN SCHOOLS
Summary of recommendations
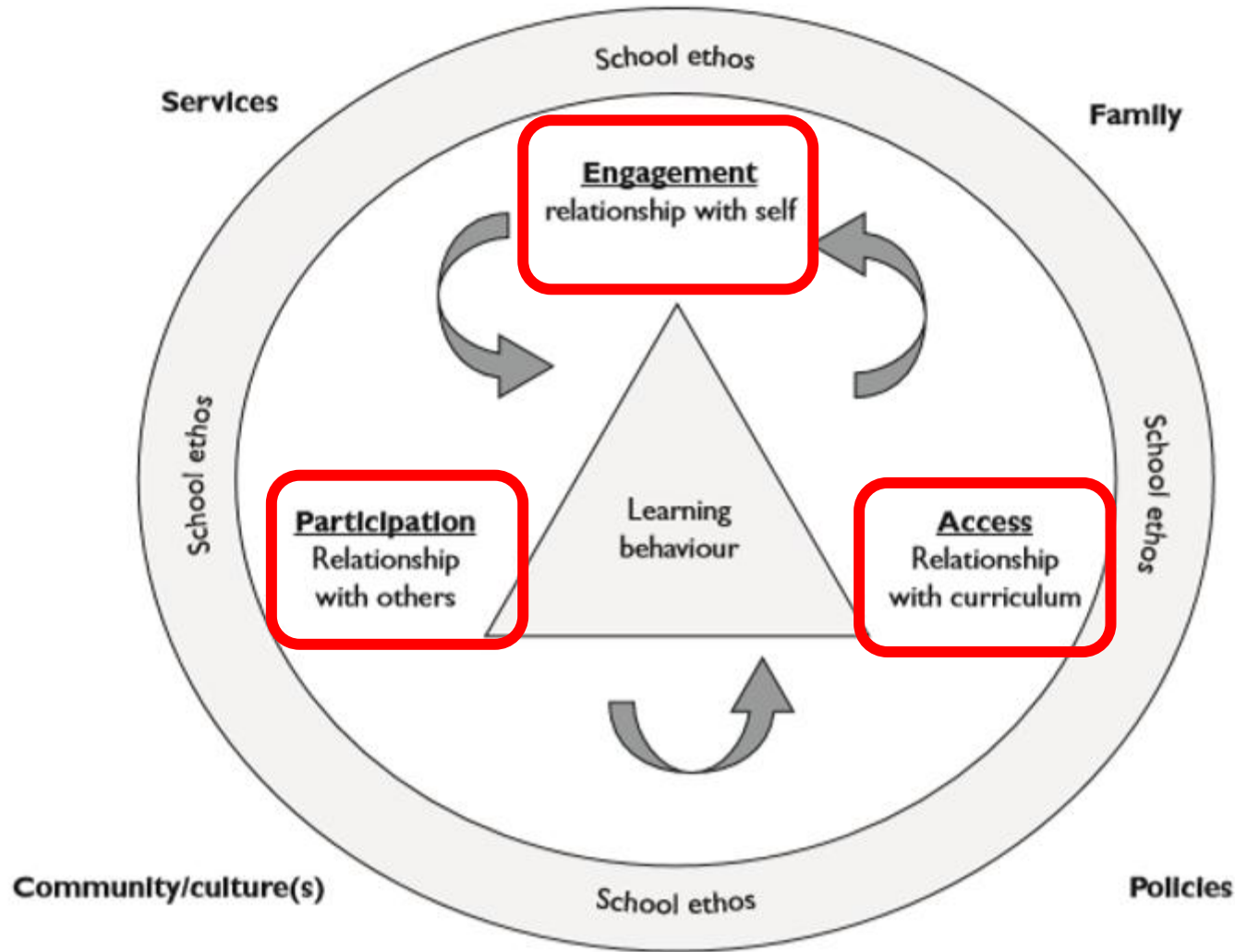
Sections are colour coded for ease of reference:

Proactive

Reactive

1 Know and understand your pupils and their influences

- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

2 Teach learning behaviours alongside managing misbehaviour

- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

3 Use classroom management strategies to support good classroom behaviour

- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

4 Use simple approaches as part of your regular routine

- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

5 Use targeted approaches to meet the needs of individuals in your school

- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

Implementation

6 Consistency is key

- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

Report Published

7th June 2019

eef.li/behaviour

Improving Behaviour in Schools

PROACTIVE Know and understand your pupils and their influences

PROACTIVE Teach learning behaviours alongside managing misbehaviour

PROACTIVE Use classroom management strategies to support good classroom behaviour

PROACTIVE Use simple approaches as part of your regular routine

REACTIVE Use targeted approaches to meet the needs of individuals in your school

IMPLEMETATION Consistency is key

Know and Understand Your Pupils

- Were can I find this information?

- Behaviour is a symptom of an unmet need, not a cause.

Behaviour for Learning

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The Behaviour Dynamic

Social, emotional and behavioural skills

External factors

Internal factors *this includes the teacher*
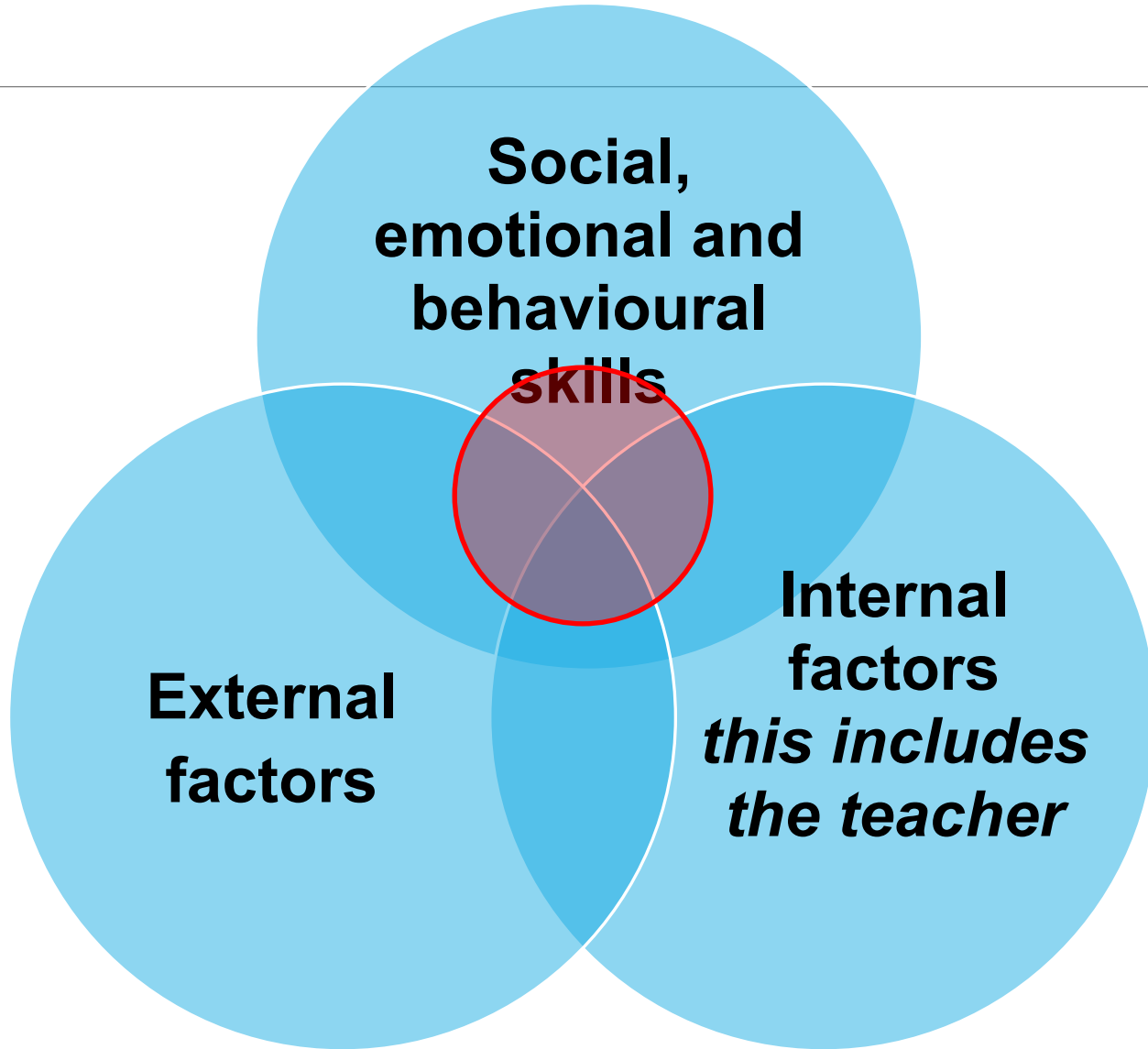
What do I know? What can I control?

We must be realistic about what we can influence or control – but it is essential that those areas are managed well by that person.

Teaching Learning Behaviours

- Teaching and modelling a range of social and emotional skills
- Teaching typically expected behaviours will reduce the need to manage misbehaviour
- Weare, K. (2004) *Developing the emotionally literate school / Katherine Weare.* London: Paul Chapman.

ements of otional Intelligence

We want our students to be successful. Mindful practices will encourage these traits to bloom.

Self-Awareness
Assess your strengths and weaknesses, know your moods and triggers.

Motivation
Face challenges head-on. Work one step at a time. Take time to celebrate and reassess when you reach each milestone.

Self-Regulation
Learn self-calming techniques, allow emotions to pass through you, reflect before making decisions

Social Skills
Reach out to others, listen well and work to diffuse disputes. Trust that your ideas add to the conversation.

Empathy
Be aware of the moods and viewpoints of others. Practice acts of kindness on purpose; be generous, reliable, and slow to judge.

Adapted from "Emotional Intelligence" by Daniel Goleman
http://www.danielgoleman.info/topics/emotional-intelligence

Modelling and Managing Behaviours

		Practitioner	
		High emotion Low rationale	**Low emotion High rationale**
Y O U N G P E R S O N	**High emotion Low rationale**		
	Low emotion High rationale		

RELATIONSHIPS

We will focus on behaviour management strategies that prioritise relationships, a little later

Choices
Reinforcing Established School and Classroom Routines

- Arrive on time
- Bring required books
- Bring correct equipment
- Have completed homework
- Enter room sensibly
- Sit down quietly
- Take out books and equipment
- Take of outside coat
- Don't respond to other pupils
- Complete first starter task on board
- Look at teacher

- Listen to teacher
- Answer questions
- Don't shout out
- Ask if stuck
- Keep on task
- Focus during transitions
- Accept help
- Write in full sentences
- Use the correct equipment
- Complete tasks to best of ability
- Be polite
- Stop work when asked

- Allow others to work uninterrupted
- Pack away only when asked
- Stand behind chair sensibly
- Be silent whilst waiting to be dismissed
- Leaving the room sensibly
- Seeking help outside of that lesson re HW
- Completing next homework

Choices
Reinforcing Established School and Classroom Routines

- What strategies does the teacher use to reinforce routines and expectations?

Effective Classroom Management

- What strategies are you going to implement this/next week to reinforce routines and expectations?

Reacting
Managing Behaviour Effectively

- How would you better manage this?

Disruptive classroom 1

PROACTIVE	PROACTIVE	PROACTIVE	PROACTIVE	REACTIVE	IMPLEMETATION
Know and understand your pupils and their influences	Teach learning behaviours alongside managing misbehaviour	Use classroom management strategies to support good classroom behaviour	Use simple approaches as part of your regular routine	Use targeted approaches to meet the needs of individuals in your school	Consistency is key

Reacting…Managing Behaviour

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	Other Actions
Behaviour - what happened - be precise – like a witness statement	Context questions - what do you need to know - time of day, contributing factors, room layout, surrounding environment, external factors	Target behaviour - how would you phrase the positive version of the behaviour displayed?	Short term management strategies - how can you moderate, adapt, or reduce likelihood of the same behaviour tomorrow period 4?	Intervention plans for longer term change - do you need wider support? If so, from who and go and get it!	Do you need to do anything else?

Roffey, S. & O'Reirdan, T. 2003, *Plans for better behaviour in the primary school: management and intervention,* David Fulton, London.

Direct questions – use what, when or how but not why!

Distraction/ diversion – 'Becky – can you help me to give out the papers? Thanks.'

Rule/expectati on reminder – 'remember we agreed to raise our hands so everybody can have their say' Think pair share/snowball

Behavioural direction – 'Dean – listening to instructions – thanks'

Incidental redirection – we have 5 minutes before the bell and we all need to return the equipment'

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Incidental redirection – we have 5 minutes before the bell and we all need to return the equipment'

Language of choice – 'Grace, remember the agreement about phones – put it away or I'll have to pass what you're doing on – it's your choice'.

Proximity work in relation to non-verbal and verbal communication – use quiet redirection language and then walk away to divert onto another activity – this presumes compliance.

Tactical ignoring – if a student complies with the key re-direction but mutters under their breath – ignore it, don't respond – they are complying. You can talk in private about reactions later.

Separating the behaviour from the student – emphasise that it is the behaviour you do not like not them!

Tactical pausing – pause briefly in a behavioural direction – 'Dean – listening …….. Thanks'

Partial agreement – 'but Wes was messing about as well' – 'that may be so – but we are talking about you at the moment'.

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Work the room!

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Work the room!

Get You Thinking

RA1 – Behaviour Conversations

RA2 – Differentiating Behaviour Management

Essential Reading

- ❑ *'Culture eats strategy for breakfast'*

- ❑ *Counter-intuitive reactions – don't give students the reaction they want.*

- ❑ *Deliberate botheredness*

- ❑ *Proportionate response – "above and beyond"*

- ❑ *Deliver and execute sanctions on the same day – clean slate*

- ❑ *Commit to 3 adult behaviours this term that you think will make a difference*

- ❑ *Routine – how do YOU start every lesson? Students tell you YOUR routine.*

WHEN THE ADULTS CHANGE EVERYTHING CHANGES

PAUL DIX

SEISMIC SHIFTS IN SCHOOL BEHAVIOUR

Essential Reading

[The Power of Positive Noticing - YouTube](#)

[What Rewards Children Want - YouTube](#)

Supporting Links

afPE 2012 National Conference - An interview with keynote speaker Paul Dix - YouTube

Introduction to Restorative Approaches - YouTube

Restorative Approaches in Schools (with subtitles) – YouTube
0-2 mins and 10-12mins30

'Restorative Practices'

- ❑ Repairing harm to people and relationships, rather than punitive (Zehr, 1990)

- ❑ Modern Restorative Justice (RJ) originated in 1970's – victim-offender reconciliation programme following vandalism incident

- ❑ Broadened to include friends and families also impacted – conferences / circles

- ❑ NZ – Family Group Conference following removal of Maori children from their homes by the courts.

- ❑ 1994 – first restorative conference used in schools

- ❑ International Institute of Restorative Practices (IIRP) – founded in 1994. RA / RP extends beyond criminal justice, into social work, counselling, youth services, workplace, faith and schools.

Restorative Approaches – 5 themes

Relationships sit centrally

1. **Unique and equally valued perspectives** – don't interrupt, don't judge, don't try to resolve

2. **Thoughts influence feelings** – what were they thinking at the time…this will influence behaviour.

3. **Empathy and Consideration** – actions cause emotional harm / damage relationships. What harm has happened and how have people been affected?

4. **Identify needs** – of each party. Share these share these before harm/relationship can be repaired

5. **Putting things right together** – their conflict, their decision, their solution. They are best placed to agree a plan.

5 Themes…5 Questions

STAGE	Responding to Challenging Behaviour (perpetrator)	Helping those harmed by other's Actions (victim)
1. Equally valued perspectives	What happened?	What happened?
2. Thoughts and Feelings	What were you thinking about at the time? What have your thoughts been since?	What did you think when you realised what had happened? What have your thoughts been since?
3. Empathy and Consideration	Who has been affected by what you did?	How has this affected you and others? What has been the hardest thing for you?
4. Identify Needs	What do you need to feel better about this?	What do you need to feel better about this?
5. Put things right together	What do you think needs to happen to make things right?	What do you think needs to happen to make things right?

Essential Skills

Empathy

Listen

Impartial – do not judge

Respect everyone's point of view

Enable those involved to resolve

Compassion

Warmth

Patience

Model what you teach

RA – Collaborative Approach
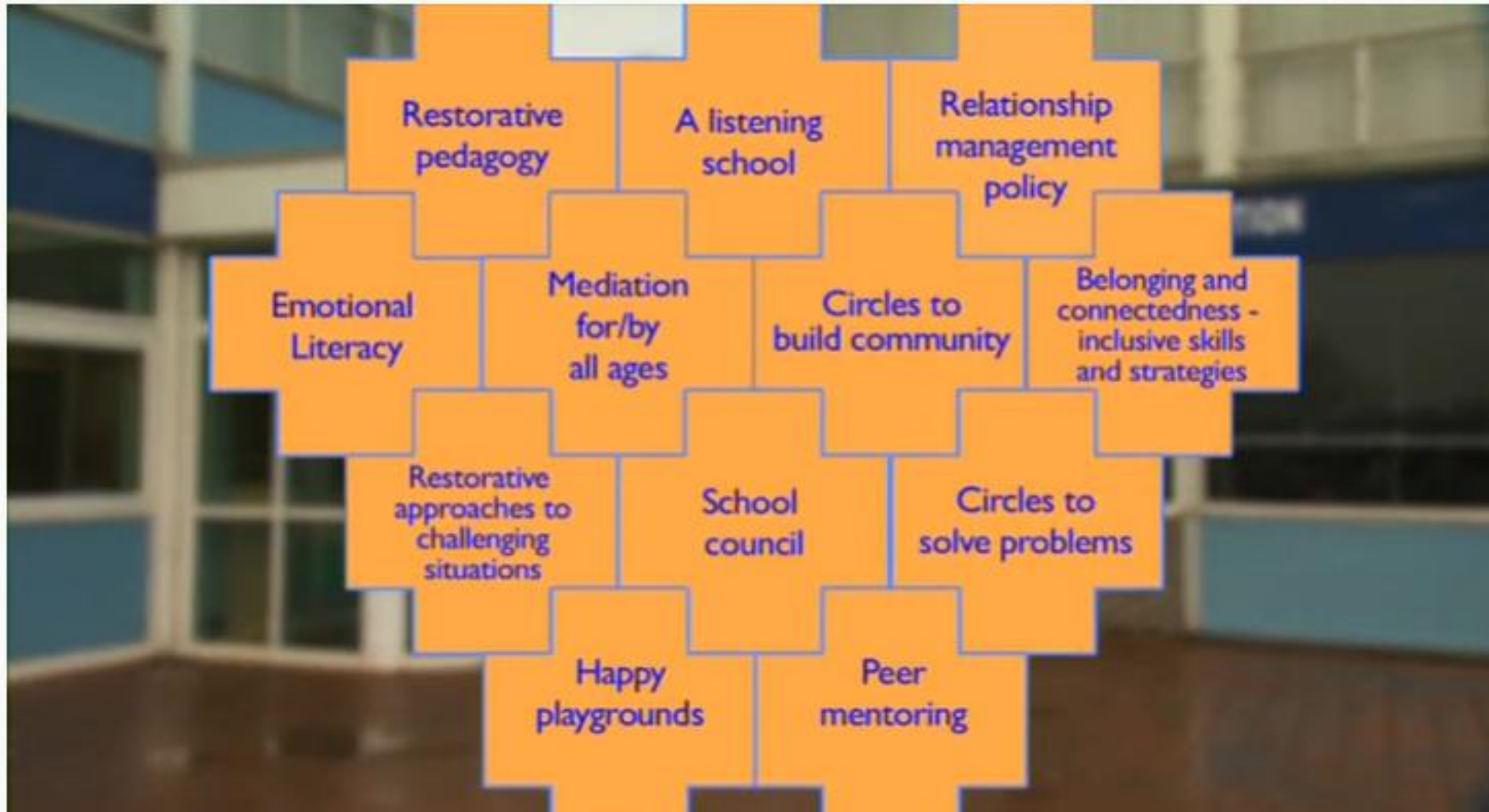
Evidence of Impact

Surrey School
29 April – 21 June 2013
- 85 RA sessions took place involving Key staff
- 75 RA sessions involving students
- 10 RA sessions involving student / teacher
- 49 RA sessions involved girls: 36 involved boys.

Follow up and feedback:
100% satisfaction / resolved with those involved

Surrey School
Reduced 'referred incidents and class removals by 67% (from over 3000 per year)

Recognised by Ofsted as providing a 'support for individual students' needs [that] is exemplary'.

Scenario

❑ Tom is best friends with Jamie.

❑ Jamie started calling him 'Mini-man' as a joke and, to start with, Tom laughed.

❑ Now things have got out of control. Other students are calling Tom 'Mini-man' and laughing unkindly at him.

❑ Jamie doesn't really know what to do about it. This break-time Tom got so angry with him starting it all he nearly punched him.

❑ The boys want to stay friends and have asked you to help.

Needs?

'When he first called me Mini-man I laughed!'

Tom

'I just want to punch him now for starting all of this!'

'Every-one is calling me Mini-man and laughing at me. It hurts and makes me feel embarrassed.'

'I don't want him to punch me. It's not my fault others heard and copied'

'I only meant it as a joke but now it has gone too far and is really upsetting him'

Jamie

'I hope Tom will still be my friend'

Needs

Belonging

Acceptance

Support

Tolerance

Honesty

Respect

Humour & fun

Reassurance

Positivity

Co-operation

Clarity

Friendship

Inclusion

Recognition

Empathy

Space

Fairness

Trust

Understanding

Kindness

Safety

Needs

Tom:
> Respect
> Friendship
> Kindness
> Support (to get him through this)

Jamie:
> Safety
> Support (to put it right)
> Friendship

Role Play

Restorative Approaches Practice

Tom and Jamie

Staff facilitator

Observer

5 Key Questions

What has happened Tom?
What has happened Jamie?

What were you thinking Tom? ….feeling inside Tom?
What were you thinking Jamie? ….feeling inside Jamie?

Tom, who else has been affected by what has happened? How?
Jamie who else has been affected by what has happened? How?

Tom, What do you need to feel better about this?
Jamie, What do you need to feel better about this?

What do you think needs to happen to put things right?
To each of them

Scenario – Sarah and Jenny

- ❑ Sarah got angry in the canteen and kicked over a chair. When she saw Jenny laughing, across the other side of the room she gave Jenny a look.

- ❑ Sarah thought that Jenny was judging her and Jenny doesn't know anything about her.

- ❑ Since then, breaks have been uncomfortable for both Sarah and Jenny.

- ❑ Sarah has come to you to help her.

Needs

Needs

Belonging

Acceptance

Support

Tolerance

Honesty

Respect

Humour & fun

Reassurance

Positivity

Co-operation

Clarity

Friendship

Inclusion

Recognition

Empathy

Space

Fairness

Trust

Understanding

Kindness

Safety

Needs

Sarah
- **Support** with getting her side of the story out
- **Respect**
- **Understanding** – we all make poor choices sometimes like kicking over a chair but need to be allowed to move on

Jenny
- **Respect** (re-no more 'evils' from Sarah)
- **Support –** with getting her side of the story out and the chance to 'make good' and move on
- **Fairness** – she laughed at something else, not Sarah

5 Key Questions

What has happened Tom?
What has happened Jamie?

What were you thinking Tom? ….feeling inside Tom?
What were you thinking Jamie? ….feeling inside Jamie?

Tom, who else has been affected by what has happened? How?
Jamie who else has been affected by what has happened? How?

Tom, What do you need to feel better about this?
Jamie, What do you need to feel better about this?

What do you think needs to happen to put things right?
To each of them

Restorative Approaches Practice

Sarah and Jenny

Staff facilitator

Observer

Scenario – James and the Teacher

James – has repeatedly disrupted the maths lesson by calling out, banter and making silly noises.

Teacher – tired of the on-going lesson disruptions from James. Has spoken to him repeatedly before but no change.

SLT walkabout found James out of the lesson and has offered a meeting.

Both have agreed to this meeting.

Needs

Teacher
Respect for his/her role/work/expertise and desire for all students to do well
Understanding about how hard a teacher's job can be
Empathy from James

James
Clarity re: lesson expectation/behaviour/ground rules for the sessions etc
Support with learning and tasks
A sense of purpose/motivation realise importance of subject for his future, that staff are here to help
Empathy that other students need to learn

Restorative Approaches

❑ Full accountability – holds people to account for their behaviours and actions

❑ Builds healthy social relationships with a community over time (develops high self control with high support / encouragement. Changes made 'WITH' individual/s)

❑ **Traditional Sanctions** - allows people to leave the situation without 'putting it right' / Doesn't foster long term change

❑ Model behaviours we want our students to exhibit

❑ How we interact with students and address negative behaviour, including how we speak to students, and the language we use, develops these relationships and helps to manage behaviour.

Emotion Coaching *(Dr. John Gottman)* - What and why?

❑ Support students' social, emotional and mental health (SEMH) - students need support understanding what they are feeling and why

❑ Need even greater now (Covid)

❑ Improves pupil behaviour, emotional awareness, achievement, pupil-staff relationships and staff well-being

❑ Easy, in the moment

❑ No consequences / judging

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Emotion Coaching – 5 Steps

The 5 steps of Emotion Coaching. An audio guide in English - YouTube

1. Awareness – be aware of the child's emotions – *warning signs!*

2. Opportunity – recognise emotions as an opportunity to connect / engage / teach – *"You look upset. Has anything happened?"*

3. Label emotion – *"I bet that made you feel…", "You like quite sad…"*

4. Validate emotion and set limits – *"Something similar happened to me once, and I felt…". "It is ok to feel……but it is not ok to …."*

5. Support with problem-solving – *Guide them to realise what caused these emotions. "Let me help you solve this. What do you think caused the issue and what can be done next?". Do not judge.*

Summary

❑ *"Culture eats strategy for breakfast"*

❑ Relationships – support / rebuild / restore

❑ Non-judgemental

❑ Model behaviours we want our students to exhibit

❑ How we interact with students and address negative behaviour, including how we speak to students, and the language we use, develops these relationships and helps to manage behaviour.

Impact?

How will today's session impact your future practice?

References

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